



Welcome

- ◆ Welcome all participants to the course.
- ◆ Introduce facilitators.
- ◆ Distribute introductory module

Explain that the material covered in the lectures, exercises, overheads, etc will be provided to the participants as part of the Participant's Course Book, however, it will sometimes be provided AFTER the session in order to facilitate learning.



THE 'BIG' PICTURE

- To increase the productivity and income for rural women and men in western region.
- To support China in its effort to improve livestock health extension system and services for poor women and men in western region.
- Core training teams will be established

The project goal is to increase the productivity and income for rural women and men in western region.

The project purpose is to support China in its effort to improve livestock health extension system and services for poor women and men in western region.

To do this we will develop core training teams.



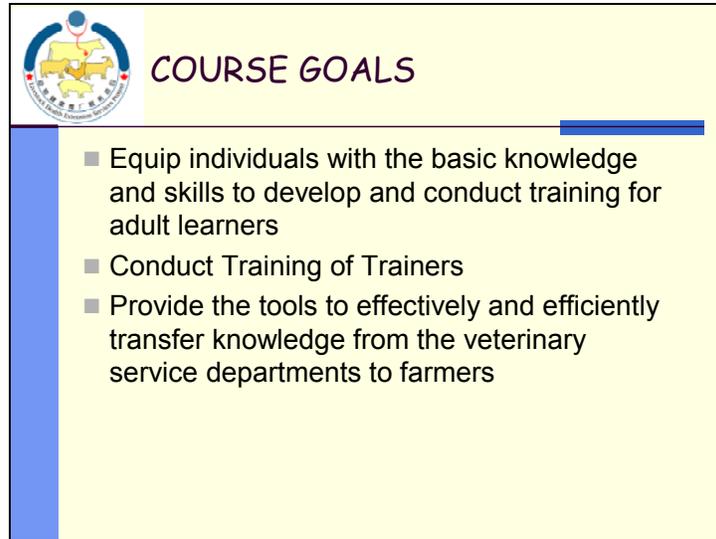
COURSE DESCRIPTION

- Training of trainers is a hands-on, practical training course
- The course includes large group lectures and discussions, small group work and discussions, presentations

In addition...

This course is designed for you to share stories, have fun, laugh, network with colleagues and learn a lot!

Animated slide - course description

The slide features a yellow background with a blue vertical bar on the left and a blue horizontal bar at the top. In the top-left corner is the logo of the University of the Philippines - Los Baños, which includes a circular emblem with a sun, a book, and a scale, surrounded by the text 'UNIVERSITY OF THE PHILIPPINES - LOS BAÑOS' and '1962'. To the right of the logo, the title 'COURSE GOALS' is written in a bold, purple, sans-serif font. Below the title, three bullet points are listed, each preceded by a small grey square icon. The bullet points describe the course's objectives: equipping individuals with knowledge and skills for adult training, conducting training for trainers, and providing tools for knowledge transfer from veterinary services to farmers.

COURSE GOALS

- Equip individuals with the basic knowledge and skills to develop and conduct training for adult learners
- Conduct Training of Trainers
- Provide the tools to effectively and efficiently transfer knowledge from the veterinary service departments to farmers

Animated slide - 3 goals of the course.

Introduce two tools that will be used in the training session:

Handout Introduction 1 - Group Discussions

Handout Introduction 2 - Brainstorming

Group Discussions

Often facilitators or teachers will want simply to ask students to form groups and discuss the assigned issue. However, at times it is appropriate to provide more structure for the discussion. This is especially important with classes and groups who are not used to working in small groups. Following are some strategies for structuring the discussion groups and beginning the discussion. These are only a few of the possible strategies; they may be combined or altered depending on the interests and strengths of the group.

- ◆ Have each small group identify a facilitator, a recorder and a reporter. This can be further structured by suggesting, for example, that the person facing the front of the room is the facilitator, the one by the window is the recorder etc. Or the person who has taught the longest is the recorder, the newest teacher is the facilitator, etc.
- ◆ Provide each table with a special 'talking' pencil or stick. Have the group members pass the stick randomly around the table. As each member gets the stick, they must make a contribution to the discussion.
- ◆ Have a discussion that moves around the table in turn. When one person finishes speaking, the person sitting next makes a contribution to the discussion.
- ◆ Time the contributions; people have only two minutes to speak, then the discussion moves to the next person.
- ◆ Give each person an index card. Have them write one idea about the discussion topic on the index card. Share these ideas in the small group and organize them, using questions such as: Which ideas are similar, which could be grouped together, how many different ideas are there?
- ◆ Use a Think, Pair, and Share strategy. First, give people time to think about the discussion topic. Then have them meet in pairs to share their ideas with one other person. Then meet in the small group to share the ideas.

The instructor has a number of responsibilities in small group work.

1. Before the small groups start:

- ◆ Make clear to students beforehand what the small group task is and how much time the group has to accomplish it.
- ◆ Set any guidelines (such as those above) for how the group is to proceed.
- ◆ Indicate to students what the outcome or product of the discussion is to be (e.g. three key points written on the board, an oral report on the issues raised in discussion, a diagram, a metaphor, etc.).

2. During the small group discussion time:

- ◆ Move unobtrusively about the room, listening in on the various discussions. Try to get a sense of what ideas are being generated and how the group is functioning.
- ◆ Be available to answer questions from any group.
- ◆ Decide whether to intervene, with a question or short explanation. If an intervention seems necessary (often it is not necessary), be careful to keep it short and to withdraw from the group soon. (Most groups will let the instructor take over the discussion, but this defeats the purpose of working in small groups.)
- ◆ If the group seems to be off topic, do not intervene too quickly. Conversations do not proceed in a straight line, and often they have to wander into small digressions in order to accomplish their purpose. But sometimes students (children or adults) will get off track and should be reminded of the task. The instructor must make a judgment about whether to intervene; it's a good idea to listen for awhile before speaking.

3. After the small group discussion

- ◆ Follow through with whatever reports or activities were indicated at the beginning. If each group is to report in turn, set limits on the length of each report and take note of the ideas (e.g. have a student write key points on the blackboard, or post on the wall the notes from each group.) Sometimes group reports are not necessary; students can proceed to a follow-up activity. In any case, students should see that their work in small groups is being used to extend the study done by the class.

The instructor also has responsibilities when leading a whole class discussion:

- ◆ Make clear to students what the topic of the discussion is and what the task is.
- ◆ If possible, have students sit so that they can see each other's faces.
- ◆ Usually, the instructor begins by asking a question that has more than one answer and invites different ideas.
- ◆ Encourage students to respond to each other, as well as offering new ideas.
- ◆ Ask that students speak one at a time and clearly enough that everyone can hear all contributions to the discussion.
- ◆ Try to speak as little as possible yourself, so that students' views are heard. Intervene only to ask a question or make a short comment when necessary; for example, to draw attention to an area the students are omitting, to clarify a

point, to provide focus, or to change the tone (e.g. perhaps add a touch of humour to defuse tension). Remember that we teachers tend to talk too much!

- ◆ Occasionally (not frequently) contribute a brief idea of your own for consideration, in the same way that students are sharing their ideas.
- ◆ Have as many students contribute as possible. Some people are naturally more talkative and others more quiet, so everyone will not speak exactly the same amount. But anyone willing to speak for the first time takes priority over a student wanting a second turn to speak.
- ◆ Try to create an atmosphere in which ideas are put forward, considered, perhaps reconsidered or reshaped, expanded upon, etc., so that soon they are owned by the class more than by any one person.
- ◆ Do not allow any putdowns (based on personal popularity, gender, ethnicity, or any other factor). Ideas are taken on their merit, no matter who offers them.
- ◆ Judgment is required in determining how much to guide the talk and how much to let it take its own direction. The instructor should seek a balance in being open enough that students feel free to express ideas, even those which seem unusual, and directive enough that time is not wasted on irrelevancies.
- ◆ Draw the discussion to a close in such a way as to indicate what was accomplished.

BRAINSTORMING

The purpose of brainstorming is to creatively generate ideas to apply to a situation. In regular brainstorming, participants contribute ideas as they think of them. There is no systematic order. Ideas are recorded as quickly as possible.

In serial brainstorming participants make contributions in order. Someone begins and moving clockwise around the circle each individual makes a suggestion. A participant can "pass" if they do not have a suggestion. The brainstorm concludes when every one passes.

In brain writing each participant begins with a blank piece of paper. They write all the ideas they have (relating to the problem) on the piece of paper. As they exhaust their ideas the paper is placed in the middle of the table. Individuals pick up another person's paper and reads the ideas listed. As they think of new ideas they add them to this individual's list. The papers are put back onto the table and the process continues until everyone has had the chance to read every one else's list and add new ideas. *There is no talking during this type of brainstorming.*

General rules for brainstorming:

- ◆ No negative criticism is allowed. Absolutely no negative comments should be made about any of the ideas.
- ◆ Freewheeling is welcome. Wild ideas are fine. No idea should be rejected because it may sound impractical.
- ◆ Quantity is the main thing. The more ideas, the better.
- ◆ Combinations and improvements are sought. Feel free to suggest ways others' ideas can be modified to make a new idea or how two or more ideas can be combined into still another possibility.
- ◆ No editorializing.

After brainstorming, it is important that the leader work with participants to sift out the ideas which might best be applied to the situation. This can be done by inviting participants to identify categories into which the ideas can be clustered. As participants sort the ideas they may choose to discard ideas which are impractical. Where there is uncertainty regarding the meaning or value of an idea, the person who contributed the idea should be asked to clarify that idea.

Finally, participants select an idea or ideas to try out in the given situation. Should the ideas not work, participants can go back and try other ideas which were brainstormed or brainstorm for other possibilities.



COURSE OUTLINE	
■ Day 1	■ Introduction
	■ Learning Principles
■ Day 2	■ Pre-Course Preparation
■ Day 3	■ Training Aids
	■ Learning Transfer
■ Day 4	■ Technical Training
■ Day 5	■ Extension Training

Course Outline

Review course outline - remind participants that 2 morning and 2 afternoon tea breaks are scheduled; lunch is approximately 2 hours long and sessions will end at 4:30.

The facilitators will try to be flexible and accommodate trainees needs and interests where possible.

There is no smoking in the classroom but there is plenty of time during the breaks.

Housekeeping Issues

Remind participants where to go for lunch, breaks, materials, etc.

Turn off all cellular phones or switch to vibrate mode, explaining that the noise is a distraction to others.



OBJECTIVES

- Conduct a session of instruction geared to the learning needs of adults
- Design and prepare effective training sessions
- Choose and use proper instructional techniques, methods, and aids
- Evaluate training sessions, courses and results

Animated slide - course objectives



WHAT IS TRAINING?

- Training is planned learning
- Training is intended to produce measurable changes in behaviour
- Training relates to doing rather than knowing
- Training develops skills rather than knowledge

Learning, training and education are learning activity terms that are often confused with one another.

In reality, they have different meanings.

Trainers should understand these differences so that they can match the learning activity to the desired outcome.

 **WHAT IS A SKILL?**

- Skill refers to the actual hands-on activities required to complete a task





WHAT IS KNOWLEDGE?

- Knowledge refers to the actual information that a learner must have in order to understand and perform a skill



When developing training sessions, both knowledge and skill learning content must be included.

In fact, it would be very difficult to teach a skill before the learner has attained a certain level of knowledge of the topic.

For this reason, most trainers will begin any training session with a knowledge or theory component to familiarize learners with the topic.

We will begin this course with a session on Learning Principles.



TRAINING APPROACH

- Experiential Learning Theory
- Participatory in design
- This model helps people assume responsibility for their own learning

What can or should I do differently as a result of this training?

Applying the experiential learning cycle

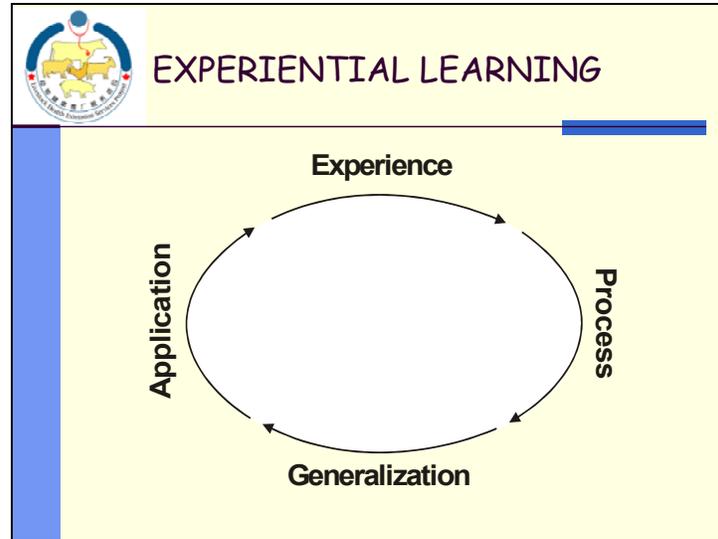
This training approach is based on experiential learning theory (Kolb and Fry 1975; McCaffery 1986) and is participatory in design. It is a learner-centered approach involving active experience followed by a process of reviewing, reflecting, and applying what has been learned through the experience. Participatory methods encourage communication and group work, and they are action oriented and experience based.

Chosen to enhance effective skill transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in participants' behavior. The experiential model helps people assume responsibility for their own learning.

ASK? How can this model encourage responsibility for learning?

- ◆ asks them to reflect on their experience, draw conclusions, and identify applications.

Participants ground the lessons in their actual work environment by considering the question, "What can or should I do differently as a result of this training experience?" For this model to be effective, it must be implemented in both the design and delivery stages of training. An understanding of the adult learner, the role of the trainer as a facilitator, and the experiential learning cycle is important to this approach.



The term "experiential" is often misused - final stages often left out, thus power is significantly diminished or negated altogether.

Experience. Initial activity and data-producing part of the cycle; structured to enable participants to "do" something.

ASK? What could "doing" included?

- ◆ participating in a case study, role play, simulation, or game, or listening to a lecture, watching a film or slide show, practicing a skill, or completing an exercise.

Process. Reflect on the activity; share their reactions in a structured way with other members of the group; trainer helps participants conceptualize their reflections so they can move toward drawing conclusions.

Generalization. Participants form conclusions and generalizations; trainer helps participants think critically in order to draw conclusions that might generally or theoretically apply to "real life." "What did you learn from all this?"

Application. Trainer must guide the participants into the application stage; participants can begin to incorporate what they have learned into their lives by developing plans for more effective behavior in the future.

ASK? How could we do this?

- ◆ action plans, reviewing each other's action plans, formulating ideas for action, sharing action plans with the whole group, and identifying additional learning needs.



ACTION PLAN APPROACH

- Participants commit themselves to action through a written plan developed at the end of the workshop
- PAPA can help participants to transfer to their jobs what they have learned in the workshop
- Reaching the application stage of the experiential learning cycle

Participant Action Plan Approach

An integral aspect of the workshop is the ultimate application of the skills by the participants in the work environment.

The participant action plan approach (PAPA) was developed by the United States Office of Personnel Management to help participants consider specific applications of lessons learned during training to their job sites.

Participants commit themselves to action through a written plan developed at the end of the workshop.

PAPA can help participants transfer to their jobs what they have learned in the workshop, thus reaching the application stage of the experiential learning cycle.

Handout Introduction 3: Participant Action Plan Approach

Participant Action Plan Approach (PAPA)

Introduction

As part of the program of the Training of Trainers Course you will participate in an exercise designed to help you to apply what you have learned. You may not find everything taught during the course appropriate to your specific situation. In some cases, you may want to adapt some of the materials to fit your particular job or work setting.

To do this, the participant action plan approach (PAPA) is an easy-to-use method for determining how you may change your job behaviour as a result of your attendance at a workshop or training program. The PAPA is used in this course as a tool for the participants to systematically record:

1. the new ideas which you have picked up during the course;
2. what you have learned during the course;
3. course progress;
4. required follow-up action; and
5. ideas for new actions you intend to implement.

The final result of this PAPA is an action plan of activities which you intend to implement when you return to your job.

The method consists of two stages:

Stage 1

At the beginning of the training you are introduced to the idea of an action plan and are asked to consider throughout the training course what is new to you, what you find interesting and challenging, and which tasks that you might want to do differently when you return to your job as a result of the training. In this training course you will take 5 to 10 minutes daily to write down your ideas.

Stage 2

Then at the end of the course you will be asked to write an action plan. This is a list of new, course-related activities that you plan to implement after you return to your job.

You can use the course objectives, what you learned during the course, the handouts, discussions, case studies, field trips, etc. to come up with your ideas.

First Stage
PAPA - Ideas for Action Items

Ideas I would like to implement or try out when I return to my work, based on what I have learned during the Training of Trainers Course.

DAY 1:

DAY 2:

DAY 3:

DAY 4:

DAY 5:

Stage 2 PAPA - Action Plan

The most important characteristic of an action plan is that it is written so you - or somebody else - will know when it occurs. One way to help to achieve this is to use specific action verbs.

Mental Skills		Physical Skills	Attitudes
State	Discriminate	Execute	Choose
Name	Classify	Operate	Volunteer
Describe	Evaluate	Repair	Allow
Relate	Solve	Adjust	Recommend
Tell	Derive	Manipulate	Defend
Write	Prove	Handle	Endorse
Express	Analyze	Manufacture	Co-operate
Recount	Apply (a rule)	Replace	Accept
Generate (a solution)		Implement	Decide
		Organize	Agree

The following are examples of action items:

As a result of attending this course, I plan to:

1. Describe this course to my supervisor within a week of my returning on the job. As a result, my supervisor will know the contents of the course, how I can apply what I learned on the job, etc.
2. Organize a training workshop on the topic of this course for my colleagues;
3. Make an inventory of the people involved and start consultations with ...
4. Develop new policies and discuss them with ...

Implementing the Action Item

As you develop action items, be sure to think of yourself in your actual job setting, implementing the activity you have described.

If you have an idea when you will be able to begin implementing the action items make a note of it. Three categories can be chosen; 1) as it arises (you do not know when the opportunity to try this item will occur); 2) within two months, and 3) after two months.

You may find that you cannot try out your ideas exactly as you envision them, or that it is difficult to be specific. That is okay. It is still important to write out your intent, as a tentative plan, knowing you may have to modify it once you are back on the job. Try to develop at least two or three action items. One may not work, so it is best to have others.

